DOCUMENT RESUME

ED 420 816 CE 076 838

TITLE	Graduation, Reality, and Dual-Role Skills (GRADS). Occupational Competency Analysis Profile.
INSTITUTION	Ohio State Univ., Columbus. Vocational Instructional Materials Lab.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE	1996-00-00
NOTE	24p.; For other profiles in this series, see CE 076 830-837.
AVAILABLE FROM	Vocational Instructional Materials Lab, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090 (catalog no. OCAP-37R, $10).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Child Development; *Competence; Competency Based Education; Dropout Prevention; Employment Potential; Entry Workers; Job Analysis; Job Skills; *Parenthood Education; *Parenting Skills; Pregnancy; *Pregnant Students; Prenatal Care; Secondary Education; Unwed Mothers
IDENTIFIERS	DACUM Process; *Graduation Reality and Dual Role Skills Program; Occupational Competency Analysis Profile; Ohio

ABSTRACT

GRADS (Graduation, Reality, and Dual-Role Skills) is an in-school instructional and intervention program for pregnant teens and young parents. Its objectives are to help these students remain in school through graduation, have healthy pregnancies and healthy babies, learn practical parenting and child-development skills, gain an orientation to work, set goals toward balancing work and family, and reduce subsequent pregnancies. This Occupational Competency Analysis Profile (OCAP) lists the competencies GRADS students need to achieve to meet the program objectives. The competency list is organized in two types of units. Unit 0 covers 4 process skills that are considered essential to competence in work and family life and that cut across all the content areas in units 1-9: managing work and family responsibilities; applying the problem-solving process; relating to others in positive ways; and assuming leadership roles in family and society. Units 1-9 reflect the content areas most critical for the skill development of pregnant or parenting teens: (1) self-formation; (2) pregnancy, wellness, and prenatal care; (3) postpartum and neonatal care; (4) parenting; (5) enhancing child development; (6) creation of a healthy, safe environment; (7) relationships and social support systems; (8) economic independence; and (9) employability. A list of the members of the verification panels is included in the guide. (KC)

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ED 420 816

OCAP

OHIO COMPETENCY ANALYSIS PROFILE

GRADUATION, REALITY, AND DUAL-ROLE SKILLS (GRADS)

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Introduction

What is GRADS?

GRADS, which stands for Graduation, Reality, and Dual-Role Skills, is an in-school instructional and intervention program for pregnant teens and young parents (male and female). GRADS is not a job training program. Its objectives are to help these students remain in school through graduation, have healthy pregnancies and healthy babies, learn practical parenting and child-development skills, gain an orientation to work, set goals toward balancing work and family, and reduce subsequent pregnancies.

Developed in 1980 with a curricular focus on practical problem solving and the teachable moment, the GRADS program has since been disseminated across the United States through the U.S. Department of Education's National Diffusion Network. The program is presented in flexible formats. In one typical program format, students attend one GRADS class per day for one or two years. In an alternative program format, a GRADS coordinator visits area schools to work individually with students on an as-needed/time-permitted basis. Enrollment needs to be open since in any given week a new student may need to enroll in the program.

What is an OCAP?

The OCAP—Ohio Competency Analysis Profile—lists the *competencies* GRADS students need to achieve to meet the program objectives. It also clusters those competencies into broader *units* and details the knowledge, skills, and attitudes (*competency builders*) needed to perform each competency. Within the competency list are two types of **competencies.** *Critical competencies* are those identified as being most critical to a pregnant or parenting teen. *Expanded competencies* (marked with an asterisk) cover information that is helpful and nice to know (useful), which can be included in the program if time permits.

Within the competency list are also two types of **units**. Units 1-9 reflect the ***content*** areas most critical for the skill development of pregnant or parenting teens. Unit 0, on the other hand, covers four ***process*** skills which are considered essential to competence in work and family life and which cut across all the identified content areas in Units 1-9.

The panel responsible for verifying the competencies included in this edition of the GRADS OCAP (see participant list on the inside back cover) focused particularly on competencies related to the following issues: (1) balancing the adolescent's development with the baby's development; (2) importance of providing care in "caring ways"; (3) need to acknowledge the existence of abuse, neglect, and violence; (4) available community resources and support systems; and (5) pregnancy prevention strategies.

Teacher Panel Review

OCAPs are updated using materials located through an extensive national review of the literature. The Vocational Instructional Materials Laboratory wishes to extend thanks and appreciation to the panel of teachers that initially reviewed the updated OCAP to fine-tune and polish it for presentation to the subject-matter experts on the verification panel. The following teachers served on the GRADS Teacher Review Panel:

Katherine Yohe, *Sandusky High School*, Sandusky, Ohio

Molly Pletcher, *Lancaster High School*, Lancaster, Ohio

Virginia Miller, *Tri-County Joint Vocational School*, Nelsonville, Ohio

Ohio Competency Analysis Profile:

GRADS

Unit 0: Process Competencies

Competency 0.1: Manage work and family responsibilities for the well-being of self and others

Competency Builders:

0.1.1 Explore the meaning of *work* and of *family*
0.1.2 Compare how work life is affected by family life and how family life is affected by work life
0.1.3 Identify management strategies for balancing work and family roles

Competency 0.2: Apply the problem-solving process to personal and family problems for the well-being of self and others

Competency Builders:

0.2.1 Clarify personal and family issues
0.2.2 Identify adequate, reliable information and resources for solving personal and family problems
0.2.3 Create alternative choices for solving problems
0.2.4 Evaluate potential consequences of alternative choices
0.2.5 Use criteria and standards to make ethical decisions
0.2.6 Evaluate outcomes

Competency 0.3: Relate to others in positive, caring ways

Competency Builders:

0.3.1 Identify significance of caring, respectful relationships
0.3.2 Create strategies for relating to people of different ages, abilities, genders, and cultures
0.3.3 Apply communication skills
0.3.4 Use constructive approaches to expressing personal feelings, needs, and ideas
0.3.5 Manage conflict
0.3.6 Seek help in building stronger, more positive relationships

Competency 0.4: Assume leadership role as a responsible family member and citizen

Competency Builders:

0.4.1 Identify ways to be a responsible citizen at home, at school, at work, and in community settings
0.4.2 Evaluate societal conditions affecting personal, family, and community well-being
0.4.3 Describe visions and goals for family, community, and work life
0.4.4 Evaluate consequences of cooperative and uncooperative actions
0.4.5 Cooperate with others to achieve group goals
0.4.6 Use planning processes to establish and achieve individual and group goals

Unit 1: Self-Formation

Competency 1.1: Assess personal development

Competency Builders:

1.1.1 Identify characteristics of adolescent development
1.1.2 Analyze social, emotional, and cognitive changes that occur during transition from adolescence to adulthood and their effects on the individual
1.1.3 Analyze physical changes that occur during transition from adolescence to adulthood and their effects on the individual
1.1.4 Assess the importance of values to adolescent development
1.1.5 Identify family, peer, and community influences on adolescent development
1.1.6 Identify characteristics of adult development
1.1.7 Develop a plan for maintaining personal growth and development while meeting parenting obligations

Competency 1.2: Analyze factors contributing to the development of self within the family unit*

Competency Builders:

1.2.1 Identify characteristics of a healthy family*
1.2.2 Identify life events affecting families*
1.2.3 Identify common family traditions and cultural patterns*
1.2.4 Evaluate effects of family patterns on pregnant/parenting teens*

Competency 1.3: Analyze self-esteem and its effects

Competency Builders:

1.3.1 Identify factors that impact self-esteem
1.3.2 Assess the relationship between self-esteem and positive attitude
1.3.3 Assess the role that emotions play in how people accept responsibility
1.3.4 Assess factors that influence personal image

Competency 1.4: Develop a plan to achieve personal goals

Competency Builders:

1.4.1 Differentiate between short- and long-range goals
1.4.2 Analyze the relationship among wants, needs, values, and goals
1.4.3 Establish short- and long-range personal goals
1.4.4 Set objectives for meeting established goals
1.4.5 Identify obstacles to meeting established goals
1.4.6 Develop strategies for addressing obstacles to meeting goals
1.4.7 Evaluate goal achievement
1.4.8 Review/update goals

Competency 1.5: Manage stressful situations

Competency Builders:

1.5.1 Identify sources of stress
1.5.2 Identify physical, emotional, and behavioral symptoms of stress
1.5.3 Identify how reactions to stress affect self and others
1.5.4 Demonstrate skills for coping with stress in healthful ways
1.5.5 Demonstrate methods of stress management
1.5.6 Identify sources of social support for managing stress

Unit 2: Pregnancy, Wellness, and Prenatal Care

Competency 2.1: Analyze pregnancy health care

Competency Builders:

2.1.1 Identify signs and symptoms of pregnancy
2.1.2 Confirm pregnancy
2.1.3 Identify the father's role in prenatal care
2.1.4 Identify support systems for prenatal care (e.g., extended family, friends)
2.1.5 Evaluate prenatal care providers
2.1.6 Obtain ongoing prenatal care
2.1.7 Communicate with the health care provider
2.1.8 Identify the stages of fetal development
2.1.9 Describe the medical procedures conducted during prenatal care
2.1.10 Identify factors within own control that are associated with premature birth and low birth-weight babies
2.1.11 Identify warning signals of complications during pregnancy
2.1.12 Identify the steps for obtaining emergency assistance for dealing with complications
2.1.13 Critique misconceptions regarding pregnancy and childbirth
2.1.14 Demonstrate ways to relieve the discomforts of pregnancy
2.1.15 Identify typical emotional responses to pregnancy of teen mother, young father, grandparents, and other family members

Competency 2.2: Develop a plan to meet the nutritional needs of pregnant women

Competency Builders:

2.2.1 Identify the nutritional requirements for a healthy mother and baby
2.2.2 Analyze the function of the placenta
2.2.3 Identify standards for appropriate weight gain during pregnancy
2.2.4 Identify effects of inadequate or excessive weight gain during pregnancy
2.2.5 Assess weight gain against established standards
2.2.6 Identify effects of poor nutrition during pregnancy
2.2.7 Develop written meal plans for term of pregnancy

Competency 2.3: Create a positive prenatal environment

Competency Builders:

2.3.1 Identify support systems (e.g., emotional, financial)
2.3.2 Implement positive health habits
2.3.3 Identify strategies for lessening the chances of birth defects
2.3.4 Evaluate effects of drugs, alcohol, and tobacco ingestion on the fetus and mother
2.3.5 Identify environmental chemicals that can harm the fetus and mother
2.3.6 Identify effects of a positive emotional prenatal environment on individual family members and the family unit
2.3.7 Evaluate effects of domestic violence on the fetus and mother during the prenatal period
2.3.8 Identify resources that provide for the physical and emotional safety of pregnant women
2.3.9 Evaluate the need for prenatal exercise and fitness
2.3.10 Prepare for breast feeding

Competency 2.4: Analyze the effects of sexually transmitted diseases (STDs) on mother, father, and baby

Competency Builders:

2.4.1 Identify the symptoms of, complications associated with, and treatment for STDs
2.4.2 Analyze the impact of STDs on fetal development
2.4.3 Analyze how STDs are transmitted
2.4.4 Identify STD prevention strategies
2.4.5 Identify special concerns related to AIDS/HIV-infected persons
2.4.6 Identify community resources that provide assistance related to STDs

Competency 2.5: Analyze the labor and delivery process

Competency Builders:

2.5.1 Identify the advantages of participation in childbirth preparation classes
2.5.2 Recognize the signs of preterm labor
2.5.3 Identify appropriate responses to preterm labor
2.5.4 Identify the medical procedures conducted during labor and delivery
2.5.5 Identify the stages of labor and delivery
2.5.6 Critique common fears and misconceptions about labor and delivery
2.5.7 Compare childbirth preparation methods
2.5.8 Identify the implications of premature births
2.5.9 Develop a birth plan
2.5.10 Prepare for delivery
2.5.11 Tour delivery facility

Unit 3: Postpartum/Neonatal Care

Competency 3.1: Evaluate infant feeding options

Competency Builders:

3.1.1 Identify the nutritional needs of infants
3.1.2 Compare breast- and bottle-feeding options
3.1.3 Demonstrate feeding and burping techniques
3.1.4 Identify the diet-related illnesses of infants
3.1.5 Identify community support resources related to feeding options (e.g., WIC, LaLeche League)

Competency 3.2: Assess the postpartum care period

Competency Builders:

3.2.1 Identify the physical changes experienced by the mother following delivery
3.2.2 Identify typical emotional responses during the postpartum period of teen mother, young father, grandparents, and other family members
3.2.3 Complete a postpartum health examination
3.2.4 Analyze the role of the father in postpartum care
3.2.5 Analyze the role of support persons in postpartum care (e.g., extended family, friends)
3.2.6 Identify community resources that provide assistance during the postpartum care period

Competency 3.3: Demonstrate care of newborns

Competency Builders:

3.3.1 Identify characteristics of newborns
3.3.2 Identify common newborn responses
3.3.3 Analyze the role of bonding in regard to newborn care
3.3.4 Describe the initial postdelivery care that should be provided to newborns
3.3.5 Demonstrate ways to express caring and loving messages to newborns during diapering, dressing, bathing, and other everyday interactions
3.3.6 Demonstrate diapering of newborns
3.3.7 Demonstrate dressing and undressing of newborns
3.3.8 Demonstrate bathing of newborns
3.3.9 Demonstrate ways to respond to a crying infant
3.3.10 Demonstrate safety precautions applicable to the care of newborns
3.3.11 Identify health care providers and support services for newborns
3.3.12 Identify medical tests and procedures conducted for newborns
3.3.13 Identify the risks of and prevention strategies for sudden infant death syndrome (SIDS)
3.3.14 Identify strategies for maintaining the wellness of newborns
3.3.15 Schedule neonatal health checkups
3.3.16 Establish an immunization schedule as recommended by health care professionals
3.3.17 Maintain immunization and health care records

Competency 3.4: Analyze sexual decisions during and following pregnancy

Competency Builders:

3.4.1 Set standards for making sexual decisions
3.4.2 Evaluate consequences of being sexually active
3.4.3 Evaluate birth-control options
3.4.4 Analyze consequences of having additional pregnancies during the teen years

Unit 4: Parenting

Competency 4.1: Analyze attitudes and expectations of parenthood

Competency Builders:

4.1.1 Identify reliable sources of parenting information
4.1.2 Critique stereotypical attitudes toward parenting roles
4.1.3 Utilize the planning process to establish parenting goals
4.1.4 Identify adjustments in daily living caused by parenthood
4.1.5 Identify characteristics and consequences of being a caring parent
4.1.6 Identify characteristics and consequences of being a neglectful parent
4.1.7 Identify characteristics and consequences of being an abusive parent
4.1.8 Identify characteristics and consequences of providing a positive home environment
4.1.9 Identify characteristics and consequences of providing a negative home environment
4.1.10 Assess the role of the extended family in parenting and family relationships

Competency 4.2: Identify parenting roles, rights, and responsibilities

Competency Builders:

4.2.1 Identify rights of parents, children, and grandparents
4.2.2 Identify stressors and fears associated with becoming a parent
4.2.3 Evaluate the need for pregnant/parenting adolescents to develop parenting skills
4.2.4 Identify strategies for participating in lifelong learning of parenting skills
4.2.5 Analyze consequences of social and cultural diversity on a family
4.2.6 Identify strategies for involving "important people" in parenting responsibilities (e.g., teen mother, young father, extended family members, and child care givers)
4.2.7 Identify community resources that provide parenting assistance

Competency 4.3: Identify strategies for meeting the challenges of parenting children with special needs*

Competency Builders:

4.3.1 Identify types of special needs and screening techniques for identifying children with special needs*
4.3.2 Locate information related to the child's developmental delays and developmental disabilities*
4.3.3 Interpret information related to the child's developmental delays and developmental disabilities*
4.3.4 Assess the critical importance of bonding with special-needs children*
4.3.5 Describe problems associated with feeding, clothing, and bathing children with special needs*
4.3.6 Identify available health care, child care, and support services for children and parents of children with special needs*

Competency 4.4: Analyze legal issues related to parenthood

Competency Builders:

4.4.1 Identify the legal obligations of mother, father, grandparents, schools, and community agencies
4.4.2 Analyze uses for and importance of birth certificates/documentation
4.4.3 Define *parentage, child support, visitation,* and *allocation of parental rights and responsibilities*
4.4.4 Define *guardianship, minor status,* and *power of attorney*
4.4.5 Identify resources available for obtaining family legal counsel

Unit 5: Enhancing Child Development

Competency 5.1: Set goals to meet childhood dependency needs

Competency Builders:

5.1.1 Identify the importance of meeting children's need to be nurtured
5.1.2 Develop strategies for protecting children from harm
5.1.3 Establish an environment designed to stimulate children's healthy development
5.1.4 Develop age-appropriate strategies for encouraging children to become self-reliant and caring of others

Competency 5.2: Recognize parental roles in overall child development

Competency Builders:

5.2.1 Acquire information related to each developmental stage of the child
5.2.2 Develop strategies for enhancing the development of infants and young children
5.2.3 Identify common developmental assessment tools and their uses
5.2.4 Establish an environment designed to promote children's learning of self-care skills
5.2.5 Set parental goals designed to enhance children's learning and their preparation for school
5.2.6 Identify the role of multigenerational involvement in enhancing children's overall development
5.2.7 Identify community resources available to help parents meet children's educational and schooling needs

Competency 5.3: Enhance children's physical growth and development

Competency Builders:

5.3.1 Identify physical changes that are age-appropriate
5.3.2 Assess children's physical development
5.3.3 Select activities designed to enhance physical development
5.3.4 Select toys and equipment designed to enhance physical development

Competency 5.4: Enhance children's social development

Competency Builders:

5.4.1 Identify children's need for social interaction
5.4.2 Assess children's social development
5.4.3 Identify types of social interaction
5.4.4 Identify personality characteristics
5.4.5 Select activities designed to enhance social development

Competency 5.5: Enhance children's emotional development

Competency Builders:

5.5.1 Critique attachment and bonding behaviors of parents and children
5.5.2 Identify children's emotional needs
5.5.3 Analyze ways in which children express emotions
5.5.4 Identify independent behaviors in children
5.5.5 Identify caring behaviors in children
5.5.6 Assess children's emotional development
5.5.7 Identify the emerging separateness of infant/child

Competency 5.6: Enhance children's intellectual development*

Competency Builders:

5.6.1 Identify children's intellectual needs*
5.6.2 Identify types of intelligences*
5.6.3 Develop strategies for supporting the development of multiple intelligences*
5.6.4 Develop strategies for stimulating language development*
5.6.5 Set goals to support family literacy*

Competency 5.7: Respond to specific parenting challenges*

Competency Builders:

5.7.1 Select age-appropriate toilet training techniques*
5.7.2 Analyze children's need for bonding and security*
5.7.3 Develop a schedule for routines (e.g., eating, napping, bathing)*
5.7.4 Analyze effects of media on children*

Competency 5.8: Employ communication skills in guiding young children

Competency Builders:

5.8.1 Demonstrate active listening skills
5.8.2 Demonstrate ways to express caring and loving messages to young children during everyday interactions
5.8.3 Respond to children's questions
5.8.4 Apply methods of positive reinforcement
5.8.5 Convey clear instructions
5.8.6 Analyze effects of respectful and disrespectful messages on children

Unit 6: Creation of a Healthy, Safe Environment

Competency 6.1: Employ strategies designed to meet the nutritional needs of infants and children

Competency Builders:

6.1.1 Identify the standards for selecting nutritious foods
6.1.2 Identify sources of nutrition information
6.1.3 Identify effects of nutrition on wellness
6.1.4 Analyze the general nutritional needs of infants and children
6.1.5 Maintain feeding/meal schedules
6.1.6 Maintain food supply
6.1.7 Handle/store food
6.1.8 Identify cultural, ethnic, and family traditions related to food
6.1.9 Develop strategies for establishing a healthy mealtime environment and routines
6.1.10 Identify community resources available to help meet family nutritional needs

Competency 6.2: Employ strategies designed to meet children's hygiene needs

Competency Builders:

6.2.1 Identify elements of wellness
6.2.2 Identify the need for healthful hygiene
6.2.3 Establish routines for healthy hygienic practices
6.2.4 Establish healthful hair care practices
6.2.5 Establish healthful dental care practices
6.2.6 Clean/sanitize toys and equipment
6.2.7 Supervise pet care/handling

Competency 6.3: Employ safety practices to minimize hazards

Competency Builders:

6.3.1 Identify common accidents that occur in the home
6.3.2 Establish criteria for a safe living environment
6.3.3 Establish criteria for a nonviolent home and community
6.3.4 Comply with laws regarding vehicle safety
6.3.5 Check toys for safety and needed repair
6.3.6 Identify potential environmental hazards
6.3.7 Plan emergency exit for use in the event of fire
6.3.8 Dispose of wastes

Competency 6.4: Demonstrate basic first-aid skills

Competency Builders:

6.4.1 Obtain infant and child CPR training
6.4.2 Obtain basic first-aid training
6.4.3 Maintain a first-aid kit
6.4.4 Identify procedures for obtaining emergency medical assistance

Competency 6.5: Care for children during illness

Competency Builders:

6.5.1 Identify the signs and symptoms of common childhood illnesses
6.5.2 Communicate information about signs and symptoms to medical personnel
6.5.3 Monitor the administration of medication
6.5.4 Measure child's temperature using a thermometer
6.5.5 Evaluate alternative ways to provide needed care and medical treatment for ill children
6.5.6 Identify community resources available to help meet family health care needs

Competency 6.6: Evaluate child care services

Competency Builders:

6.6.1 Develop criteria for assessing child care providers
6.6.2 Compare the types, costs, and benefits of child care available in the community
6.6.3 Identify potential child care emergencies
6.6.4 Identify ways to protect children from harm in a child care environment
6.6.5 Identify steps to take if a child is missing
6.6.6 Apply problem-solving strategies in determining how to meet child care needs outside the family
6.6.7 Monitor the quality of child care services received
6.6.8 Maintain ongoing communication with child care providers
6.6.9 Identify community resources available to help meet family child care needs

Competency 6.7: Contrast discipline techniques

Competency Builders:

6.7.1 Differentiate between discipline and guidance
6.7.2 Establish criteria for determining when to begin disciplining children
6.7.3 Determine whether discipline or guidance techniques should be used in given situations
6.7.4 Select age-appropriate discipline techniques
6.7.5 Evaluate consequences of different discipline approaches
6.7.6 Evaluate whether given parental responses to common childhood behaviors are appropriate or inappropriate

Competency 6.8 Develop strategies for establishing cooperative parenting environments

Competency Builders:

6.8.1 Identify partners in parenting
6.8.2 Communicate with partners in parenting
6.8.3 Identify ways to elicit support for own parenting role
6.8.4 Identify areas of agreement and conflict regarding parenting practices and beliefs
6.8.5 Develop strategies for resolving conflict
6.8.6 Identify community resources available to help support cooperative parenting partnerships

Unit 7: Relationships and Social Support Systems

Competency 7.1: Maintain friendships*

Competency Builders:

7.1.1 Determine the importance of friendship*
7.1.2 Contrast types of friendships*
7.1.3 Assess positive and negative aspects of peer pressure*
7.1.4 Analyze problem situations involving friends*

Competency 7.2: Identify characteristics of healthy partner relationships*

Competency Builders:

7.2.1 Analyze factors involved in establishing relationships*
7.2.2 Identify desirable characteristics of a partner*
7.2.3 Demonstrate strategies for saying no*
7.2.4 Identify potential relationship problems*
7.2.5 Analyze effects of power imbalance and violence on each person and on the relationship*
7.2.6 Establish guidelines for building sound and mutually respectful relationships*
7.2.7 Evaluate the role of friends in a healthy partner relationship*

Competency 7.3: Analyze factors related to marriage*

Competency Builders:

7.3.1 Identify shared expectations of marriage*
7.3.2 Establish guidelines for building sound and mutually respectful marriages*
7.3.3 Negotiate the financial responsibilities of marriage*
7.3.4 Evaluate the role of friends in a marriage*
7.3.5 Analyze traits of a healthy marriage*
7.3.6 Analyze effects of power imbalance and violence on each person and on the marriage*

Competency 7.4: Analyze stressors affecting families

Competency Builders:

7.4.1 Identify the interrelationships of family members
7.4.2 Analyze the impact of the parents' relationship/parent's relationships on children
7.4.3 Analyze the impact of children on the parents' relationship/parent's relationships
7.4.4 Assess the potential effects on the family of drug, alcohol, or other substance abuse
7.4.5 Assess the potential effects of extended/terminal illness in the family
7.4.6 Assess the potential effects of rivalry among siblings and extended family members
7.4.7 Assess the potential effects of blending families
7.4.8 Assess the potential effects of family losses (e.g., divorce, death, miscarriage)
7.4.9 Analyze the impact of family financial status on individuals and the family system
7.4.10 Analyze the impact of parental employment status on individuals and the family system

Competency 7.5: Analyze factors related to child abuse and neglect

Competency Builders:

7.5.1 Identify types and signs of abuse and neglect
7.5.2 Develop procedures for protecting an abused and/or neglected child
7.5.3 Identify community agencies that provide support and/or treatment for abused or neglected children
7.5.4 Identify strategies for preventing abuse or neglect
7.5.5 Assess the role of drugs, alcohol, or other substance use in child abuse and neglect
7.5.6 Identify community resources available to assist families with child abuse and/or neglect problems

Competency 7.6: Assess dynamics of domestic violence*

Competency Builders:

7.6.1 Identify characteristics of domestic violence and its effects on individuals and the family system*
7.6.2 Identify the victims and perpetrators of domestic violence*
7.6.3 Assess own personal safety*
7.6.4 Develop a plan for personal and family safety*
7.6.5 Identify the legal aspects of disclosure and of reporting incidents of domestic violence*
7.6.6 Identify resources available to victims and perpetrators of domestic violence*

Competency 7.7: Assess dynamics of sexual abuse*

Competency Builders:

7.7.1 Define *sexual abuse**
7.7.2 Identify sexual abuse situations and their effects on individuals and the family system*
7.7.3 Develop a plan to protect children and self from sexual abuse*
7.7.4 Identify the legal aspects of disclosure and of reporting incidents of sexual abuse*
7.7.5 Identify community resources available to sexual abuse victims and perpetrators*

Competency 7.8: Manage conflict

Competency Builders:

7.8.1 Identify the need for conflict management
7.8.2 Identify types of conflict
7.8.3 Analyze attitudes toward conflict
7.8.4 Demonstrate nonviolent conflict resolution techniques
7.8.5 Analyze conflict outcomes
7.8.6 Apply problem-solving strategies in negotiating conflict
7.8.7 Set behavior standards to use in identifying when conflict is no longer manageable
7.8.8 Identify community resources available to help when conflict is no longer manageable
7.8.9 Seek outside assistance when conflict is no longer manageable

Competency 7.9: Investigate family legal issues*

Competency Builders:

7.9.1 Analyze the legal aspects of marriage*
7.9.2 Identify the need for a will and power of attorney*
7.9.3 Identify the importance of family services*
7.9.4 Identify resources for seeking affordable legal services*

Competency 7.10: Employ strategies designed to meet the basic needs of a teen-parenting family*

Competency Builders:

7.10.1 Enhance three-generational living arrangements*
7.10.2 Identify housing needs and options*
7.10.3 Identify clothing needs and options*
7.10.4 Identify educational needs and options*
7.10.5 Identify financial needs and income options*
7.10.6 Identify informal and formal support systems available to meet needs*

Unit 8: Economic Independence

Competency 8.1: Assess school-to-work needs

Competency Builders:

8.1.1 Identify the importance of completing a high school education
8.1.2 Identify obstacles to completing high school for pregnant/parenting teens
8.1.3 Develop a plan for overcoming obstacles to completing high school
8.1.4 Identify reasons that people work
8.1.5 Interpret the needs of employers and employees
8.1.6 Identify factors that influence work ethic
8.1.7 Identify skills valued by schools and employers
8.1.8 Identify the importance of lifelong learning

Competency 8.2: Identify traditional and nontraditional occupational options*

Competency Builders:

8.2.1 Identify factors that influence career choices*
8.2.2 Obtain information about nontraditional occupational choices*
8.2.3 Obtain information about traditional occupational choices*
8.2.4 Identify occupational clusters relevant to own needs, interests, and abilities*
8.2.5 Identify myths and realities associated with jobs*
8.2.6 Identify obstacles to choosing and succeeding in selected occupations*
8.2.7 Participate in hands-on experiences relevant to selected occupations*
8.2.8 Evaluate the advantages and disadvantages of working in a nontraditional career*

Competency 8.3: Assess career interests and skills*

Competency Builders:

8.3.1 Identify own personal interests and skills*
8.3.2 Identify own career interests and options*
8.3.3 Acquire needed information/assistance using career assessment resources/agencies*
8.3.4 Determine career options*

Competency 8.4: Develop a career plan

Competency Builders:

8.4.1 Identify own long-range career goal(s)
8.4.2 Define own work needs, values, skills, and interests in relation to the identified career goal(s)
8.4.3 Acquire needed information/assistance using career-planning resources
8.4.4 Determine career choices and projected changes/trends

Competency 8.5: Manage family income and expenses

Competency Builders:

8.5.1 Distinguish between family needs and wants
8.5.2 Identify family factors that affect spending
8.5.3 Develop a family financial plan
8.5.4 Identify ways to cope with financial crises

Competency 8.6: Assess savings and checking options*

Competency Builders:

8.6.1 Identify reasons for maintaining savings and checking accounts*
8.6.2 Identify the costs associated with different types of savings and checking accounts*
8.6.3 Develop a savings plan*
8.6.4 Calculate simple and compound interest*
8.6.5 Maintain a checkbook*
8.6.6 Reconcile a bank statement*

Competency 8.7: Define equitable roles, rights, and responsibilities in the school and workplace

Competency Builders:

8.7.1 Describe legislation that ensures equity
8.7.2 Analyze discrimination issues
8.7.3 Analyze harassment issues
8.7.4 Identify stereotyping in the workplace
8.7.5 Identify family leave options
8.7.6 Identify resources available to help address equity rights and responsibilities

Unit 9: Employability

Competency 9.1: Develop a job search plan

Competency Builders:

9.1.1 Assess employment realities
9.1.2 Contrast job search methods
9.1.3 Identify job leads
9.1.4 Determine which job leads to pursue
9.1.5 Identify salary options and benefit packages

Competency 9.2: Apply communication skills to employment search

Competency Builders:

9.2.1 Make a telephone contact
9.2.2 Prepare a résumé
9.2.3 Complete a job application form
9.2.4 Write a cover letter and a thank-you letter

Competency 9.3: Demonstrate interview skills

Competency Builders:

9.3.1 Demonstrate grooming appropriate to interview situation
9.3.2 Demonstrate question-and-answer techniques
9.3.3 Prepare for an interview
9.3.4 Prepare to respond to difficult or illegal interview questions

Competency 9.4: Employ strategies designed to meet responsibilities as working parent(s)

Competency Builders:

9.4.1 Identify common concerns of married/single working parent(s)
9.4.2 Contrast the responsibilities and commitment to family life and work life
9.4.3 Solve practical problems associated with balancing work and family
9.4.4 Identify the impact on children of having working parent(s)
9.4.5 Develop daily and contingent child care plans

Competency 9.5: Develop time-management plans

Competency Builders:

9.5.1 Categorize time demands
9.5.2 Identify wasted time
9.5.3 Identify the value of scheduling personal respite time
9.5.4 Resolve time conflicts
9.5.5 Develop strategies for improving time management

Competency 9.6: Identify behaviors required to be successful in school and work

Competency Builders:

9.6.1 Identify strategies for success
9.6.2 Identify factors that influence one's image
9.6.3 Analyze the importance of punctuality, dependability, attendance, and productivity level
9.6.4 Use positive and negative feedback to develop scholastically and professionally
9.6.5 Practice teamwork skills
9.6.6 Demonstrate creativity
9.6.7 Demonstrate initiative
9.6.8 Demonstrate loyalty to others

Notes:

Verification Panels

The Vocational Instructional Materials Laboratory wishes to extend thanks and appreciation to the many subject-matter experts who donated their time and expertise to the identification and revalidation of competencies.

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